Principal’s foreword

Introduction

Richmond Hill State School is a state co-educational prep to year seven school. For over 100 years the school has provided a comprehensive and quality education through a close working partnership with the community. Together we seek to prepare our students for further education and citizenship by the planned use of available resources. This is achieved by meeting our goals which are reviewed each year and strategically every three or four years.

Charters Towers is a unique rural community. While a small centre the population is serviced by eight educational sites. This provides a very competitive educational market place.

Richmond Hill State School is able to achieve its own goals by:

- Maintaining a strong and supported level of leadership, with an unrelenting focus on improvement.
- Developing a shared commitment to core priorities, within economies of scale.
- Broadening the delivery of quality curriculum and planning to improve learning.
- Deprivatising teacher practice by enhancing a teacher’s capacity to reflect upon their teaching focus on the achievement of every student.

This report seeks to provide a snap shot of our school in the areas of:

- School Progress towards its goals in 2013
- Future Outlook
- School Profile
- Curriculum Offerings
- Social Climate
- Parent, student and teacher satisfaction with the school
- Parent Involvement
- Staff composition
- Teacher Qualifications
- Expenditure on Professional Development
- Staff Attendance
- Staff Retention
- Key Student Outcomes
- Student Attendance
- Student Achievement on NAPLAN Testing
DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

Queensland State School Reporting
2013 School Annual Report

School progress towards its goals in 2013

Curriculum and Student Outcomes

Goal: Quality learning programs which maximise the learning outcomes for each student.

- Consolidated and further implemented Early Years Curriculum and Early Learning @ Richie (EL@R) programs.
- Further developed and implemented Australian Curriculum- History curriculum initiatives.
- Maintained school timetable to enhance uninterrupted learning time.
- Enhanced support for students with needs through ‘seamless’ Special Needs structures.
- Learning Support Plans developed for all students receiving grades below a ‘C’ in Literacy and Numeracy.
- Continued to support strategies to enhance the Closing the Gap actions and BLG/ PALLIC program.
- Commenced a culture of goal setting for students and staff, based on reflective loops.
- Developed whole school Literacy and Numeracy Plans/Overviews.
- Purchased resources to establish a school wide reading program. Alignment to Whole School Reading Plan and expectations. Home Reading Program established.
- Implemented ‘Local Activity Profile’ as part of the Investing in Focus Schools Initiative.

Staff Development

Goal: Promote a learning community, through responsive and appropriate staff training and development.

- Implemented a ‘Developing Performance Framework’ for all staff.
- Collaboratively developed a Pedagogical Framework which articulated the school’s approach to teaching and commenced implementation.
- Feedback was used to improve learning, with teachers being trained to give effective feedback to students that is meaningful and appreciated.
- Teachers use data to set school targets, individual student goals, and future planning
- Teachers trained in developing GTMJs for assessment tasks and moderation
- Leaders and peers gave relevant feedback aligned to school priorities with pedagogical practice.
- Through Mentoring and Explicit lesson observations teachers developed a shared learning culture of improving their pedagogy.
- Planning and instruction had differentiation weaved into lessons to improve outcomes for all students
- Further work in ‘FISH’ Philosophy was facilitated.
- Coaching Model to key staff was implemented
- Head of Curriculum was maintained to deliver support in curriculum, planning, coaching and pedagogy.
- Clear staff role descriptions and protocols were established and implemented.

Partnerships and Community Relations

Goal: Supportive relationships between, school staff, parent/guardians and the broader community.

- Responsive and efficient consultative and committee structures were maintained.
- Student Leaders Program, with goal to hold leadership election and subsequent school camp at the end of each year was reviewed.
- The Scripture Union Chaplaincy Program continued.
- Indigenous Liaison Officer employed to assist with focus on attendance and well-being of all students, especially indigenous.
- Parents were educated regarding explicit instruction and feedback occurring in every class through a variety of communication processes.
- Continued to build a positive learning culture in the school through nurturing positive relationships with the school community. This is done through the curriculum, Positive Behaviour Support, You Can Do It Program, good pedagogical practices and positive partnerships.
- Provided parent/teacher workshops targeting areas of need or interest such as student resilience, literacy and numeracy.
- Offered training or skill development opportunities to parents and teachers.
- Developed a database of parent and community skills, talents and availability to draw on when required.
- Engaged support agencies to broaden curriculum offerings in school including; Play Group; Fire Education; Adopt-a-Cop; Road Safety; Neighbourhood Centre.
- Participated in community events and occasions
- Community Partnerships were established with Indigenous community with regular term parent meetings and yarning circles.
Technology and Digital Learning
Goal: 21st Century technology actively promoted and utilised by staff to engage students in digital education options.

- Supported Smart Classrooms initiatives including: C4T and digital resources.
- Embedded school-wide use of digital ‘markbook’ technology and student profiles.
- Further reduced student to digital devices ratio through purchasing more laptops.
- Improved provision of digital tools and training in their use – data projectors, IWB, digital cameras, etc
- Trialling use of an I-pad and Apps with SWD in Year 7 to support learning.
- Continue access to on-line LOTE-Japanese for Years 6 and 7 students.

Environment and Celebrations
Goal: A safe, supportive, caring and nurturing environment which meets the needs, interests and challenges of students and staff.

- Provided opportunities for school celebrations. Including (Ed Week, Literacy and Numeracy Week, Under 8’s Day, Arts Council, Show, Eisteddfod, Awards Concert Night, Fete, NAIDOC and Brave Hearts)
- Continued strategies to address student absenteeism, including establishing an attendance award process.
- Introduced an absentee officer to the school.
- Refined rewards and recognition processes for staff introducing Home reading certificates
- Reviewed implementation of social/emotional education including ‘You Can Do It’ ‘Gotcha’ Programs
- Implemented skilling program for peers as lunchtime mentors and referees.
- Reviewed Responsible Behaviour Plan.
- Continued to promote healthy eating program (HEART - Healthy Eating At Richie Time).
- Developed a Safe and Supportive School Environment

Future outlook

- Improved Literacy (Reading and Writing) and Numeracy across all grades.
- Five week data Cycles to continue.
- Emphasis on improving reading levels targeting students below benchmarks
- Increased parent participation in school and child’s learning
- Pre prep communication with Kindergartens and Day Care centres to begin regarding school expectations of students starting prep.
- Closing the Gap - Attendance & Reading continue to improve as the benchmarks are raised again.
- Attendance and retention strategies developed and implemented
- Focus on reading, writing and comprehension school wide
- Focus School Project – Successfully implemented action Plan
- Implementation of school wide Pedagogical Framework
- Successful implementation of Geography Curriculum
- Continue to embed EATSIPS perspectives in school.
- Short Term Data Cycles developed and implemented throughout the year
- Effective Feedback Strategies developed to assist communication to all stakeholders
- Greater emphasis on peer coaching
- Continue to develop effective assessment and reporting strategies that meet needs of students.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2013: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>376</td>
<td>188</td>
<td>188</td>
<td>91%</td>
</tr>
<tr>
<td>2012</td>
<td>378</td>
<td>169</td>
<td>209</td>
<td>91%</td>
</tr>
<tr>
<td>2013</td>
<td>389</td>
<td>186</td>
<td>203</td>
<td>91%</td>
</tr>
</tbody>
</table>

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Richmond Hill State School caters for 5 to 13 years olds in the rural/provincial environment of Charters Towers. Predominant industries are grazing and mining. Charters Towers community is the service hub of a community of approximately 9,500 people, located 138 kilometres west of Townsville in North Queensland.

Richmond Hill State School students come from wide variety of backgrounds. Approximately 24% of the population is indigenous and all students come from a rural background. Students from across the whole Charters Towers area attend Richmond Hill State School and our enrolments have been steady over the past 3 years.

Our school community values cultural difference and ensure that all students participate actively in school life.

In 2013 Richmond Hill had straight grade levels in 15 out of the 16 classes.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>24</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>23</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>38</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>2</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Curriculum offerings

Our distinctive curriculum offerings

- Strong School Focus on Literacy and Numeracy with a school wide reading program and maths program that caters for individual needs.
- While we deliver focused, explicit teaching in Literacy and Numeracy we also use integrated units of work which are multidisciplinary and raise the bar on intellectual rigour and teaching practices.
- Comprehensive School Wide Tracking system to monitor student progress in the areas of English and Mathematics.
- Focus on National Curriculum and C2C in 2013
- Compliance with systemic assessment
- Development of Strong Reading and Writing Culture within the school
- ICTs – Computer Lab, Interactive White Boards, Digital software, Computers and data Projectors in every classroom, Technology based resources
- Religious Education is offered to all students. It is non-denominational and is non-compulsory unless parents/carers provide a note requesting that their child/ren do attend. Students who do not attend fortnightly RE classes are supervised by teachers.
- Year 7 students attend an excursion to Brisbane each year.
- Students in P-7 access a specialist music teacher as part of The Arts curriculum but in addition, students in Years 5, 6 and 7 who perform to a prescribed standard on a musical aptitude test are invited to join the Instrumental Music Program, which is held in school time. This includes Woodwind, Brass and Percussion. This leads to being a member of the Richmond Hill Concert Band
- Our upper students have regular Sport practice and interschool competition. The students practice their skills in preparation for Carnival Days and weekly events, where the students travel to different venues to compete, in their chosen field, against teams from other schools. Sports include: Netball; Soccer; Touch Football; Cricket; League; Softball and AFL.
- Other sport options include Interhouse and Interschool Cross Country and Track and Field.
- The school has a clear and explicit assessment and reporting process. School-based assessment practices allow the school to gather data on students which drives curriculum planning and pedagogy.
- Specialist teachers and support staff provide educational programs in: Swimming, Physical Education, Instrumental Music, Music, Choir, LOTE – Languages Other than English (Japanese), Art, Artistic Endeavours - Showcase and Special Needs.
- Currently the school maintains a Head of Curriculum and Support Teacher Literacy and Numeracy who guides the development, adaptation, review and constant modification of programs. Teachers involved in the teaching process reflect on and utilise contemporary practices and are guided by feedback from parents, students and specialists.
Our school at a glance

Extra curricula

Our school has a range of additional curricula services in a range of areas including:

- Student leadership
- Camps – Year 4-7 including a Brisbane Excursion
- Adventure Based Learning – (High Ropes Course and instructors based at the school.)
- Choir, Arts, Theatre, Drama, Verse Speaking, Eisteddfod, Discos, Themed Days, Country Music Festival, School Concerts, Arts Council, ANZAC Day Ceremonies and Marches, Gotcha Days,
- Interschool Sport, Athletics, Cross Country and Swimming
- NAIDOC Activities
- Art and Craft Classes
- Instrumental Music Program
- Archery Program
- After School Active Sports Program
- Other competition opportunities include: Readers Cup, Eisteddfod, various competitions and school organised sporting and cultural competitions during the year.
- Gifted and Talented Education
- Specialist sport lessons from a variety of visiting sporting areas.

How Information and Communication Technologies are used to assist learning

At Richmond Hill, in accordance with Education Queensland’s initiatives in ICT (Information and Communication Technology) - Smart Classrooms, has a strong commitment to the use of technology based resources and is advancing the delivery of pedagogy (teaching practices) and school operations in the digital form. All classes have network computers with wireless access to the World Wide Web. All class teachers utilise a laptop, a data projector, digital camera and an interactive blackboard to assist instruction as part of Computers for Teachers (C4T) initiative. All classes have access to on-line learning resources through the learning place. Work through the BER – Building Education Revolution has provided for a computer laboratory. Various teachers utilise a virtual classroom model. Each class has access to a range of software to provide broad and creative responses to curriculum initiatives including Sunshine Reading/Reading Eggs.

Social climate

Pastoral Care of Richmond Hill State School:

Our school has a strong focus on the development of the whole person and as such pastoral care forms an integral element of our school's culture and way of working. All teachers have strong engagement with the daily lives of our students and their families. The staff has also established a high standard for acceptable behaviour with admin support should it be required.

Richmond Hill State School also offers a more formal pastoral care program to students through guidance officer services, weekly religious education, a Chaplain that attends the school twice a week, an Adopt-a-Cop, Indigenous Liaison Officer and through liaison with local health, church and community agencies.

Bullying is not tolerated at Richmond Hill State School. There are processes in place within the responsible behaviour plan to minimise bullying and act accordingly should it occur.

In a small community like Charters Towers, all staff at the school have strong involvement with the daily lives of their students and their extended families. Richmond Hill State School offers pastoral care programs to students through our:

- Guidance officer services, alternative education / behaviour management program, advisory visiting teachers (PI, SLP) for students with special needs, cluster arrangement for special needs consultation with a Head of Special Education Services.

Aboriginal and Islander Health liaison, weekly religious education, adopt-a-cop relationships, liaison with local health and community agencies, whole of school parade celebrations each Fridays from 9:00am, the school hosts a parent / teacher night in the first three weeks of the school year. Also at the end of each semester parent / teacher report interviews are scheduled.
Parent, student and staff satisfaction with the school

Overall the parents, students and staff groups surveyed are satisfied with the school in all areas averaging well over 90% for each group. Staff would like to have more access to quality professional development and staff morale is an area which is high can be improved. Teacher/Parent feedback, teacher motivation and behaviour management are still areas that need attention to attain a 90% success rate.

<table>
<thead>
<tr>
<th>Performance measure (Nationally agreed items shown*)</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>88%</td>
<td>94%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>91%</td>
<td>100%</td>
</tr>
<tr>
<td>their child likes being at this school* (S2001)</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school* (S2003)</td>
<td>88%</td>
<td>93%</td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>88%</td>
<td>94%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work* (S2006)</td>
<td>91%</td>
<td>87%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>91%</td>
<td>87%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>91%</td>
<td>90%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns* (S2009)</td>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning* (S2010)</td>
<td>88%</td>
<td>94%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously* (S2011)</td>
<td>91%</td>
<td>97%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>85%</td>
<td>86%</td>
</tr>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>94%</td>
<td>100%</td>
</tr>
</tbody>
</table>
## Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>98%</td>
<td>95%</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>95%</td>
<td>97%</td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work* (S2040)</td>
<td>98%</td>
<td>92%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school* (S2041)</td>
<td>100%</td>
<td>90%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>93%</td>
<td>94%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously* (S2043)</td>
<td>100%</td>
<td>86%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school* (S2044)</td>
<td>93%</td>
<td>84%</td>
</tr>
<tr>
<td>their school looks for ways to improve* (S2045)</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>their school is well maintained* (S2046)</td>
<td>100%</td>
<td>92%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things* (S2047)</td>
<td>100%</td>
<td>91%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously* (S2011)</td>
<td>91%</td>
<td>97%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>85%</td>
<td>86%</td>
</tr>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>94%</td>
<td>100%</td>
</tr>
</tbody>
</table>

## Percentage of school staff who agree:

<table>
<thead>
<tr>
<th>Percentage of school staff who agree that:</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>89%</td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>100%</td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>84%</td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>97%</td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>95%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>97%</td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>82%</td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>81%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>97%</td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>89%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>82%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

* Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.
Involving parents in their child’s education

**Education Week:** Each year, in education week, the school hosts a special morning tea to thank parent volunteers and hold a Parent/Student Footy Match.

**P&C:** The School Parents and Citizens Association meets each month on the third Thursday. Issues and plans for the school are discussed and actioned. A Parents and Citizens Association representative is a member of both the Workplace Health and Safety and Local Consultative Committees.

**Newsletters/Alerts:** Our weekly newsletter serves as our communication channel for operational matters in the school. This is now conducted electronically with alerts also going home to parents on our Skool Bag App and access via school website.

**Volunteers:** Parents are welcome members of our classrooms as volunteers, attend special events and regularly support our tuckshop.

**Indigenous Liaison Officer:** A community support officer (indigenous) continues to support students, parents and staff. We also have a yarning circle several times a term.

**Special days:** Special events always provide opportunities for parent engagement at various levels.

**Interschool Sport:** Parents are encouraged to support their children in Netball, League, Touch, Soccer, Basketball, Swimming, Athletics.

**Ceremonies:** Special Ceremonies (School Leaders Parade, ANZAC Day, Easter Parade, Country Music, Parade, Eisteddfod, Awards Parade, School Fete and Graduation Ceremony).

**EL@R (Early Learning at Richie-Playgroup):** This service provides parents the opportunity to get together to nurture child development in the years before Preparatory school and to network and build lifetime friendships with others.

**School Parade:** School Parades are held weekly on Friday from 9:00-9:30am. At each parade parents are encouraged to attend and watch their students receive awards and perform an item each term.

**Educational Celebrations:** Such as Education Week, Under 8’s Day, ANZAC Day Service, QLD Day, Leadership Ceremony and other special events.

**Tuckshop:** Parents are encouraged to give their time to assist in the school tuckshop which has a varied menu and is open 5 days a week.

**Home Reading:** All parents are involved in our home reading program where students have books signed off at home and they try to achieve a Platinum Certificate by the end of the year (125 books)

**Information Nights:** Educational leaders provide presentations on how parents can assist their child in literacy and numeracy.

**Daily Reading:** Parents assist teachers volunteering every day in the classroom for our Daily Reading Blocks.
Reducing the school’s environmental footprint

In 2012, Richmond Hill’s environmental footprint was reduced in significantly in water usage. Electricity usage has increased. Measures are in place to reduce this in 2013. An electricity usage policy and the reduction of sprinkler usage will be the keys to any reductions. In 2013 we hope to reduce our footprint even further through proactive activities in recycling and paperless communication strategies in the school.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>113,226</td>
<td>27,785</td>
</tr>
<tr>
<td>2011-2012</td>
<td>133,646</td>
<td>13,056</td>
</tr>
<tr>
<td>2012-2013</td>
<td>151,176</td>
<td>240</td>
</tr>
</tbody>
</table>

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2013 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>27</td>
<td>18</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>24</td>
<td>12</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>26</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $38,656.65.

The major professional development initiatives are as follows:

- Reading/Spelling/Sightwords/writing/ Running Records Training
- Crossing Cultures/ Bridging the language Gap
- BSM Workshop
Our staff profile

- One School Finance Workshop
- EATSIP- Indigenous education
- Symphony of teaching and Learning
- Providing effective Feedback to students
- YUMI Deadly Maths
- Developing Literacy cycles
- 5 Week Cyclic Data development and analysis.
- Developing LS Plans and goal setting for students
- Data Analysis/ Unpacking the C2C Curriculum
- Handheld Devices ICT/ IPAD PD
- QTU Training
- Dr Ann Morrice Writing Improvement training
- Sports Coaching Training
- Responsible behaviour Plan
- Kindergarten Transition Forums
- History Curriculum Unpacked
- C2C Curriculum unpacked
- Developing Guide To Making Judgements (GTMJs)
- First Aid
- Principals Conference Brisbane/Townsville Forums
- Charters Towers Professional Learning Community Workshops
- Dr Morrice –Improving Writing sessions
- Autism Workshop/ Asbestos/ Health and Well Being
- Code of Conduct
- Child Protection
- Indigenous Education Workshops-Dare to Lead
- Year level Planning Days each Term
- Naplan Data unpacked HOC/Principal

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.
Our staff profile

Average staff attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

To access our income details, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

**Student attendance**

The overall attendance rate for the students at this school (shown as a percentage).

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>88%</td>
<td>92%</td>
<td>91%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

**Student attendance rate for each year level (shown as a percentage)**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>87%</td>
<td>89%</td>
<td>88%</td>
<td>89%</td>
<td>90%</td>
<td>89%</td>
<td>89%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>91%</td>
<td>93%</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
<td>93%</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
<td>93%</td>
<td>91%</td>
<td>91%</td>
<td>88%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

**Student Attendance Distribution**

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance Rate:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>27</td>
<td>31</td>
<td>19</td>
<td>35</td>
</tr>
<tr>
<td>2012</td>
<td>27</td>
<td>31</td>
<td>19</td>
<td>35</td>
</tr>
<tr>
<td>2013</td>
<td>27</td>
<td>31</td>
<td>19</td>
<td>35</td>
</tr>
</tbody>
</table>

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

**Description of how non-attendance is managed by the school**

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked twice each day and entered into the school’s One School system. Late arrivals must report to the school office for check in. The school Community Liaison Officer (CLO) enters, monitors and follows-up on all absences.

If a student was absent for 2 days and this absence had not been explained with either a note or a phone call to the office, the classroom teacher either sent a letter or phoned the parent to check on the student. The record this contact was recorded on OneSchool.
Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

**Achievement – Closing the Gap**

Richmond Hill State School is committed to closing the gap between the performance of Indigenous and Non-Indigenous students. We are focusing on these three areas.

**Attendance** – In relation to attendance in 2013 the difference between Indigenous and Non Indigenous student’s attendance at Richmond Hill State School was 6%.

**Attainment** – In the areas of Reading, Writing and Numeracy, Richmond Hill State School continues to be significantly smaller than state and North Queensland means in all 3/5/7 NAPLAN Tests. We are also reducing this gap further every year.

**Retention** – In relation to retention, Richmond Hill State School has made significant achievements in this area and there is virtually no Gap between Indigenous and Non-Indigenous students.